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ABSTRACT

A systematic internship program for teachers is essential in maintaining high quality instruction in the junior college. This study investigates the need for junior college teachers and the type of preparation they require. It also covers existing college internship plans and the type of education desired for junior college teachers of business in Illinois. The purpose of the study was to develop an internship plan for William Rainey Harper College. A two-part program was developed. The intern first takes a course relating to the junior college and business education. In this course he forms an outline for the course he will teach during the second part of his internship. The intern must also attend weekly seminars on the problems of interns and the philosophy and problems of the junior college. Upon completion of this program, the intern is expected to have developed satisfactory instructional objectives in course design as well as skill in selection and utilization of instructional materials. (MS)

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NORTHERN ILLINOIS UNIVERSITY

A FACULTY INTERNSHIP PROGRAM FOR WILLIAM RAINEY HARPER COLLEGE

A THESIS SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
CERTIFICATE OF ADVANCED STUDY

DEPARTMENT OF BUSINESS EDUCATION

BY

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CLEARINGHOUSE FOR
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ABSTRACT

The purpose of this investigation was to develop a satisfactory program of internship to meet William Rainey Harper College's projected needs for highly qualified community college instructors.

The procedures used in the collection of the data were library research and a survey of community college administrators. The determination of the type preparation for community college instructors was through library research. The determination of the type training desired for community college instructors in business in Illinois was accomplished by sending a questionnaire to deans, division heads, and/or department heads of Illinois Community Colleges. The study of plans of internship was completed by surveying the literature of the field to determine the type plans of internship that have been developed or are currently in operation. Based upon this information a plan of internship for William Rainey Harper College was planned and developed.

The survey of community college educators in Illinois indicated that there were two categories of instructors in the community college. These are instructors in the academic

area and instructors in the occupational area. The survey indicated that an essential criteria in hiring was practical work experience in the field in which the instructor was planning to teach. A course in the community college as it relates to the field of business was desired by many of the respondents.

The review of literature indicated that the number of internship programs in colleges was quite limited. Two studies were significant in outlining the existing plans of internship. A study completed by the North Central Association and a study conducted by the Association for Student Teaching were reviewed to determine schools that have conducted plans of internships.

The Harper Plan of Internship was developed after two internship programs. These were the programs at the University of California at Los Angeles and the St. Louis Community College Internship Program. Part one of the program is designed in a course in the community college which relates to the field of business education. In this course the intern develops a course outline which is used in the course taught by the intern during the intern period. Part two of the program is the actual internship period of the intern. During this time the intern is assigned to teach a course and must attend weekly seminars which pertain to problems of interns, philosophy of the community college, and problems of the community college.

The specific objectives of the program are to develop satisfactory instructional objectives in curriculum and course design and to develop skill in the selection and utilization of instructional materials. The two major objectives are divided among knowledge factors, skill factors, and affective attitudinal factors.

The result of the program is the development of a course outline in which units of instruction are developed with a list of measurable objectives, which will include the type behavior desired on the part of the student, and the conditions of performance on the part of the student.

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CHAPTER I

THE PROBLEM OF THE INVESTIGATION

I. INTRODUCTION

Behind the tremendous growth in community colleges is the idea of providing more training and education in technical, paraprofessional education, and in adult education, as well as the regular college academic program (college transfer program) for all interested learners within the "community." The teaching faculty of such institutions are carefully chosen for their competencies in their subject disciplines, but with the commitment to these forms of education in conjunction with an "open door" student admission policy, the instructional tasks imposed upon such a faculty are enormous. While college buildings are being constructed and equipped with the latest educational devices including the various media, at present little is being done to help the faculty assimilate these new concepts and adapt to newer methods of instruction.

These developments pose a dual problem for the faculty. First, instructors must adjust themselves to their newly expanded roles in the community college educational system, and in particular they must provide for individual learning in their courses to meet the challenges of an open door policy. These challenges consist of providing quality instruction for a diverse student body whose academic skills vary considerably. Second, in the process of accomplishing this, the faculty must begin to use different instructional and curriculum techniques.

The faculty involved in such an instructional process is an important one, and one which is undergoing change. Some educators indicate that the lecture method is not entirely adequate for the transmission of knowledge and content, and that this is being replaced by a more individual teacher-pupil relationship which emphasizes what a particular student is learning rather than a package of knowledge which the teacher can present. A good teacher is more than a content specialist, dispensing information about his subject, but is more like a diagnostician who, knowing what he wants the student to learn, motivates this student, and prescribes what is needed for this student to achieve these outcomes. The teacher's goal in this process is to produce students achievements in such forms as improved language art skills, new insights, new attitudes and appreciations, and new abilities in whatever subject area that is undertaken. Thus not only is more training needed in developing the appropriate instructional materials, but the faculty involved in undertaking this process will need to become aware of various curriculum approaches for learning. It is with this background that the development of this paper evolved.

II. STATEMENT OF THE PROBLEM

A systematic approach to the training of community college teachers through an internship arrangement is needed if the quality of instruction desired for the community college movement is to be maintained at a high level. The purpose of this investigation was to develop an internship program designed to meet projected needs for highly qualified community college instructors at William Rainey Harper College.

Sub-problems of the study

1. To study the need for and type of preparation for community college instructors.
2. To study college plans of internship.
3. To determine the type of education desired for community college instructors in business in Illinois.
4. To prepare an internship plan for instructors at William Rainey Harper College.

III. DEFINITION OF TERMS

For the purpose of this study it was necessary to define the following terms:

Community College

> An educational institution offering instruction for persons beyond the age of the normal secondary school pupil, in a program geared particularly to the needs and interests of the local area; credit courses rarely extend beyond the level of the second year of college; extensive offerings of a non-credit character are usually provided; control and support are preponderantly local.[1]

Instructor

> One who imparts knowledge; a teacher in college and universities; a teacher holding rank below that of any of the ranks of professor.[2]

Intern Teacher

> A teacher whose assignment and in-service professional growth plan conform to an internship plan of a college or of the local school system or of both; such plans usually provide for a major portion of the day, usually for a full school year, with supervision by the college or university personnel as well as by local supervisors, and occasionally with additional provision for parallel course work and college credit.[3]

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[1] Carter Good, _Dictionary of Education_ (second edition; New York: McGraw-Hill Book Company, Inc., 1959), p. 108.

[2] _Ibid._, p. 291.

[3] _Ibid._, p. 297.

IV. SIGNIFICANCE OF THE STUDY

Why is this study important to the community college movement, and particularly to the field of business education? From the writer's experience as a division chairman, it has frequently been necessary to employ instructors with less than the desired qualifications. Edmund J. Gleazer, in an article in the Junior College Journal, commented on the problem of the need for instructors as follows:

> This is a critical time with respect to the staffing of our institutions. We are in a period of unprecedented expansion. More than seventy new junior colleges opened in 1967. Almost 200 more are in the process of establishment. It is likely that in the next five years junior college enrollment will double and reach 3 million and that as many as 75,000 additional faculty members may be needed.[4]

James W. Thornton expressed the need for community college instructors in his recent book, The Community Junior College:

> All indications considered seem to indicate that the junior colleges are likely to need at least one-sixth and possibly a greater proportion of the total numbers of additional college instructors required between now and 1980. At this rate, between 5,500 and 6,000 new instructors annually would be the

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[4] Edmund J. Gleazer, "A.A.J.C. Approach: Faculty Development Project," Junior College Journal, XXXVIII (April, 1968), 7.

> junior college share of the estimated annual requirement.[5]

Thornton further stated:

> The January, 1960 issue of the Junior College Directory names 677 junior colleges of all types with enrollments totaling 905,062. The total full-time equivalent for instructors was 24,022. It is entirely possible that another decade will see as many as 800 colleges with 2,000,000 students and at least 40,000 equivalent instructors.[6]

Roger Garrison, staff associate, American Association of Junior Colleges, in a report on visits to two-year colleges, made the following statement at Dutchess Community College:

> A shortage of administrative personnel, deans, division heads, etc., is developing rapidly. Best estimates available indicate that 50 new colleges will be established each year during the next years. Such expansion, with the attendant shortage of qualified administrators and faculty personnel may push down the junior college movement into mediocrity.[7]

Garrison conducted a study which resulted in the publication in January, 1967 of *Junior College Faculty: Issues and Problems*. The study clearly identified major concerns in the faculty area and specifically pointed to the need for coordination and program assistance in the training of junior college teachers.[8]

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[5] James W. Thornton, *The Community Junior College*, (second edition; New York: John Wiley & Sons, Inc., 1966), p. 134.

[6] *Ibid.*, p. vii.

[7] Roger Garrison, "Report on Visits to Two-Year Colleges," (Poughkeepsie, New York: Report at Dutchess Community College), n.d.

V. PROCEDURES IN THE COLLECTION OF DATA

The Type Preparation for Community College Instructors

The procedure used in determining the type preparation for community college instructors was the library research method. A study of the literature relating to the need and preparation of community college instructors was undertaken.

Specifically, the major sources of information were the Junior College Journal, the Junior College Leadership Program Occasional Reports, education periodicals, and books pertaining to the junior college field. These are the materials specified in the bibliography.

The Type Training Desired For Community College Instructors in Business in Illinois

The procedure followed to determine the type training desired for community college instructors in business in Illinois was to conduct a survey of deans and department and/or division chairmen in community colleges in Illinois.

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[8] Roger Garrison, Junior College Faculty: Issues and Problems, (Washington, D. C., American Association of Junior Colleges, 1967), p. 7.

The total number of respondents to the questionnaire was 102 (43.75 per cent).

VI. DELIMITATIONS

The survey to determine the type training desired for community college teachers in business in Illinois was limited to the deans and department and/or division heads of community colleges in Illinois (Appendix C).

VII. SOURCES OF DATA

The questionnaire prepared for the conducting of the survey was divided into four major categories. These categories included the general preparation of instructors, the criteria for professionally trained instructors, the criteria for instruction from business and/or industry, and suggestions for the improvement of preparation of instructors. The questionnaire was sent to deans and division heads or department heads. Included in the envelope was a stamped, self-addressed envelope to the writer. Upon receipt of the completed questionnaire, the responses were recorded and then summarized in table form or categorized by the writer into major areas of importance. The complete questionnaire appears in Appendix A.

College Plans for Internship

The procedure used in determining the college plans of internship was the library research method. A survey of the literature was undertaken that related to college plans of internship.

Internship Plan for Instructors at William Rainey Harper College

The procedure used to prepare an internship plan for instructors at William Rainey Harper College was determined by the survey of the literature outlined in the preceding paragraph and the survey of college deans, division heads, and department heads. Based upon the findings in this study of the literature, the investigator compiled a plan of internship which should fulfill the needs of William Rainey Harper College.

The plan of internship was developed after reviewing the related literature, and analyzing the faculty requirements as suggested by the respondents to the questionnaire which was prepared and sent to deans and division heads or department heads. Finally, this plan of internship was reviewed by the Dean of Instruction of William Rainey Harper College to assure that the plan was acceptable to the chief academic officer of the college.

CHAPTER II

A REVIEW OF THE PREPARATION OF COMMUNITY COLLEGE INSTRUCTORS

The purpose of this chapter was to review the literature of the field to determine the preparation that is desired for community college instructors.

A study of statistics and trends affecting higher education in the United States leads one to one conclusion-changes are on the way.

U. S. Population	In 1950 the population was about 150,000,000. The forecast for population growth for 1970 is over 210,000,000.
College-Age People	In 1950 the number was a little less than 16,000,000. For 1970, the projection is over 24,000,000.
College Enrollments	In 1959 approximately 15 per cent of the high school graduates went to college. By 1970 the higher education total is expected to reach more than 50 per cent.[9]

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[9] *The Preparation of Teachers for Post High School Semi-Professional Career Programs* (Clayton, Missouri: Midwest Technical Education Center, July, 1967), p. 1.

Qualifications Needed for Community College Teaching

Clifford Erickson, President of Rock Valley College, Rockford, Illinois, outlined the items the college recruiter is looking for in a prospective instructor:

> The community college recruiter is looking for a prospective teacher who has academic competence as shown by a minimum of a master's degree with twenty hours in the subject field. He is also looking for a person who is interested in teaching, in the learning process, and in counseling and guiding students in comprehensive education offerings oriented to general education, pre-professional education, and occupational education leading to employment.[10]

Arthur Cohen, writing in Focus on Learning: Preparing Teachers for the Two Year College, an occasional paper of the junior college leadership program of the University of California, stated:

> In junior colleges around the country, the academic preparation of incoming teachers varies but slightly. The master's degree, whether required for certification or merely recommended in order to gain employment, is fairly well recognized as the preferred degree for junior college teaching. Somewhat more than two-thirds of all junior college instructors hold that degree---a figure which has tended to increase slightly over the past ten years.[11]

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[10] Clifford Erickson, "Recruitment of Faculty for the Community and Junior College," In Search of Leaders (Washington, D. C.: Association for Higher Education, 1947), p. 249.

[11] Arthur M. Cohen, Focus on Learning: Preparing Teachers for the Two Year College (Los Angeles: University of California, School of Education, Junior College Leadership Program, Occasional Report Number 11, March, 1968), p. 68.

James W. Thornton, in the Community Junior College, outlined two categories of teacher preparation which he felt needed to be considered. The preparation of the academic teacher and ther preparation of the occupationally oriented teacher. Thornton stated that the academic teacher needs the following preparation:

1. Master's degree in a subject field.
2. A teaching minor, amounting to approximately one-fifth of the student's total college credits, in a field related to the master's degree major field.
3. Courses in professional education to equal about one semester's total including:
   a. Educational psychology---junior college student characteristics, principles of learning, guidance, and counseling.
   b. A course in history, purposes, status and problems of the junior college.
   c. Methods and techniques of teaching in the junior college, including evaluation.
   d. Supervised teaching, or internship, in a junior college.[12]

Thornton described the qualifications of the occupational teacher as follows:

1. Education beyond the high school equivalent to the associate in arts degree.

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[12] James W. Thornton, op. cit., p. 141.

2. Successful experience in the occupation to be taught, equivalent to apprenticeship and three years of journeyman experience. In some fields, apprenticeship and journeyman status are not specifically provided, but the principle of extended and meaningful successful experience can be applied.

3. Courses in professional education equal to about one semester total, and including the same elements as suggested for the master's degree candidate.[13]

In the *Education of American Businessmen: A Study of University College Programs in Business Administration*, the authors recommend the following training for teachers in a master's degree program:

Quantitative Methods	9-12
Economics	6
Law & Public Policy	6
Psychology-Sociology	3-6
Functional Areas of Decision Making	12
Major Concentration	9-12
Free Electives	3-12 [14]

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[13] *Ibid*., p. 143.

[14] F. C. Pierson and others, *The Education of American Businessmen* (New York: McGraw Hill Book Company, Inc., 1959), p. 267.

Leonard Koos, writing in the Junior College Journal, stated:

> The preparation of teachers for community colleges should include study of (1) the philosophy and place of the junior college, (2) organizing and administering, (3) the junior college curriculum, (4) the psychology of post-or-late adolescence, (5) student personnel problems in junior colleges, and (7) apprentice or practice teaching.[15]

Roger Garrison, in Junior College Faculty: Issues and Problems, quoted faculty as indicating:

> ...desirable preparation as described or inferred by many faculty would have in it elements not now offered in the M. A. Adequately accomplished, these elements would require a post-baccalaureate period of study ranging from sixteen months to two years.
>
> Academic content:
>
> 1. Ten courses in the subject discipline at the graduate level.
>
> 2. One-half of the courses should be of an inter-disciplinary approach. (Example: Sociology, Psychology, Anthropology, History, Political Science, Cultural Anthropology.)
>
> Teachers felt that the inter-disciplinary approach would: (a) provide the necessary broader knowledge base for later teaching of general courses at the freshman-sophomore level; (b) diminish the research emphasis; (c) help the

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[15] Leonard V. Koos, "Programs of Junior College Teacher Preparation," Junior College Journal, XIX (February, 1949), 36.

> prospective teacher to have a more than usually flexible approach to materials and methods of instruction.
>
> Most teachers making these recommendations felt strongly that no "new" degree was needed for such a program. Rather they asserted that it would make the M. A. respectable again. They suggested that, in addition to the awarding of the M. A. itself, certificates of internship experience could be added to the candidate's dossier.[16]

A summary of teaching faculty preparation in Illinois Public Junior Colleges for 1966-67 indicated 62.0 per cent of part-time faculty held master's degrees in 1966-67.[17]

William H. Conley, formerly junior college specialist in the United States Office of Education, suggested that the junior college instructor should possess certain professional characteristics. Among these should be:

1. A philosophy of education concerned primarily with general education.
2. Breadth rather than narrow specialization.
3. Recognition of teaching as the first duty, and of other activities as secondary and as aids to teaching.

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[16] Roger Garrison, Junior College Faculty: Issues and Problems (Washington, D. C.: American Association of Junior Colleges, 1967), p. 73.

[17] E. Anderson and J. Spencer, Report of Selected Data and Characteristics of Illinois Junior Colleges, 1966-67, (Springfield, Illinois: Illinois Junior College Board, 1967), p. 55.

> 4. Intellectual alertness which is measured by creative scholarship not necessarily in pure research.[18]

Michael Brick, writing in Forum and Focus for the Junior College Movement, stated:

> A 1950 work conference held at Teachers College, Columbia University, suggested differences between junior college teaching and other teaching. It charged the university with the preparation of junior college instructors who would be interested in students rather than in research, who would have a broad general education, a community mindedness, together with the ability to apply subject matter to the practical interests and concerns of the community college student.[19]

Brick further stated:

> In planning this revision they strongly recommended that importance be attached to: (1) training in guidance and counseling; (2) understanding of the philosophy and background of the junior college; (3) student teaching and observation in the junior college; (4) experiences in committee assignments and similar faculty services; and (5) emphasis upon the community nature of the junior college.
>
> Major shortcomings charged to the young graduates were summed up in nine findings: (1) instructors' preparation is frequently of a narrow and specialized nature; (2) instructors have the 'content point of view' rather than 'student point of view;' (3) they lack a suitable balance of

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[18] Michael Brick, Forum and Focus for the Junior College Movement, (New York: Teachers College Press, 1963), p. 150.

[19] Ibid., p. 1943.

> subject matter and professional training; (4) they do not understand the junior college; (5) they fail to develop personality traits adapted to the dynamic leadership of youth; (6) they lack ability or knowledge to relate their teaching to practical everyday problems; (7) they are interested in research, not in classroom teaching; (8) they consider the junior college with an attitude of condecension; and (9) they lack appropriate work experience.[20]

A committee on junior college personnel appointed by the Board of Higher Education of Illinois outlined the guidelines for the preparation of community college instructors in the booklet Junior College Personnel Needs in Illinois. They recommended the following guidelines:

1. Guideline One

> The minimum preparation for teaching in the junior colleges, other than certain Vocational-Technical personnel, should be the equivalent of a master's degree with under-graduate and graduate majors in related fields to assure depth of preparation in the subject matter taught.

2. Guideline Two

> Programs or curricula designed to prepare teachers, administrators, and student personnel workers should be designed to assure an understanding of the philosophy, purposes, and functions of the institution in which the students are preparing to work.

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[20] Ibid., p. 144.

3. Guideline Three

The graduate programs of prospective and employed junior college personnel should permit continuous progress through the master's, advanced master's, and the doctorate degrees.

4. Guideline Four

Programs or curricula designed to prepare faculty, administrators, and student personnel workers should be designed to assure an understanding of the learning process and of innovative procedures designed to maximize the use of resources in the institution in which the students are preparing to work.

5. Guideline Five

The graduate programs of prospective junior college personnel should include an internship experience designed to meet the unique requirements of an individual with reference to his previous teaching experience, and his familiarity with and experience in the junior college.

6. Guideline Six

Programs developed for the preparation of junior college instructors in occupational-oriented vocational courses should be designed to permit graduates to make continuous progress toward a bachelor's or higher degree.[21]

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[21] Junior College Personnel Needs in Illinois (Springfield, Illinois: Committee on Junior College Personnel, January, 1968), p. 33.

The Committee on Junior College Personnel concluded in the report:

> An examination of the preparation of Illinois public junior colleges, as presented in their 1966-67 annual reports, indicates that the master's degree is regarded as the usual preparation for both part-time and full-time faculty. Of the 1,270 full-time faculty members reported, 94.8 per cent hold the master's degree, the master's plus thirty hours, or the doctorate. Nearly the same number of part-time faculty members were reported, 1,227, with 74 per cent of this portion of the faculty holding the master's or higher degrees.[22]

Charles and Summerer identified the following characteristics as criteria for competence in a faculty member:

> 1. His credentials should give clear evidence that he can be effective with students in the classroom and individual relationships. He should not have the attitude that all responsibility for learning rests with the student.
>
> 2. He should have at least a master's degree in his subject-matter field. He should also demonstrate continuing interest in his field through reading, further graduate study, travel, and related research.
>
> 3. He should have positive attitudes toward extracurricular activities and an understanding of the importance of such activities for the social maturity of students.
>
> 4. He should have some courses in education which will help him be a better teacher and help him have a better concept of the educational mission of the two-year college.

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[22] *Ibid.*, p. 16.

5. He should have a well-adjusted personality which will aid him in establishing effective personal relationships with others in the community.

6. He should be willing to become a part of the activities of the community.[23]

In conclusion, the Illinois Junior College Board has established the standards and criteria for the preparation of community college instructors as follows:

Instructors of liberal arts and science, general education and pre-professional curricula:

1. A master's degree in the subject area or a master's degree with a graduate major in the teaching subject field.

2. In addition, the role of the faculty member indicates a need for a thorough understanding of and competence in professional teaching skills that may be best obtained from professional education courses. Such skills might come from an understanding of junior college philosophy, theories of learning processes, principles of guidance and counseling of older adolescents and adults.

Instructors of occupational-oriented curricula:

> Bachelor's degree with a major in the area of specialization and three years of business or industrial experience in the field of specialization. Minimum requirements of the Division of

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[23] Clyde E. Blocker, Robert Plummer, and Richard Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965), p. 163.

> Vocational and Technical Education, Board of Vocational Education and Rehabilitation for programs reimbursement from state and federal funds are acceptable in lieu of the above for instructors in these curricular areas.
>
> Instructors for adult and continuing education:
>
> Demonstrated competence in the field of specialization based upon education or experience which is acceptable in lieu of a degree requirement.[24]

A survey of the literature seemed to indicate that the master's degree was the preferred degree for community college teaching.

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[24] Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges and Other Guidelines, Policies, and Procedures Approved by the Illinois Junior College Board (Springfield, Illinois: Illinois Junior College Board, 1967), p. 13.

CHAPTER III

REVIEW OF COLLEGE INTERNSHIP PROGRAMS

Prior to planning an internship program for William Rainey Harper College, it was necessary to determine the extent of internship programs in education. Prudence Dyer surveyed the schools accredited by the North Central Association. The results of this study indicated:

> Twenty-three of the responding institutions inaugurated their internship programs recently-within the two-year period, 1965-67; eleven between 1962-64. Only two institutions began their program prior to 1958. Twenty-seven (half) of the institutions indicated that they anticipated that their programs would be expanding. Five of the remaining twenty-seven institutions already enroll all their teacher education candidates in an internship program.[25]

The Association for Student Teaching conducted a similar survey and concluded as follows:

> The Commission on Internships in Teacher Education of the Association for Student Teaching conducted a survey to determine the nature and extent of internship programs in colleges, universities, and cooperating schools in the United

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[25] Prudence Dyer, "Teacher Internship Programs in NCA Institutions," North Central Association Quarterly, XLIII (Fall, 1968), 231.

States. In order to make the survey as accurate as possible, questionnaires were mailed to 733 teacher education institutions listing memberships in the American Association of Colleges for Teacher Education. Fifty-one respondents stated that they offered internship programs which meet, or nearly meet, the Committee's definition of internships as presented by the Association for Student Teaching.[26]

A review of the responses in Internships in Teacher Education suggested the following:

1. Fifty-one institutions were operating internship programs.
2. A majority of the programs were:
   a. found in state supported institutions.
   b. had been in operation for a period of three years.
   c. were post baccalaureate or fifth-year programs.
3. Criteria for admission to the internship program, in order of frequency of mention, were:
   a. judgment of the faculty members or intern program directors.
   b. scholastic rank in major teaching field.
   c. character.
4. Thirty-seven or forty-four per cent of the respondents claimed that at least 90 per cent

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[26] Internships in Teacher Education, Forty-seventh Yearbook of the Association for Student Teaching (Washington, D. C.: Association for Student Teaching, 1968), p. 161.

of their internship graduates went directly into the teaching profession.

5. In order of frequency, secondary interns were found teaching in English, Social Studies, and the general area of science.

6. At the undergraduate level, the greater number of interns were preparing for elementary teaching, while graduate level internship programs tended to attract candidates interested in teaching at the secondary level.

7. The grade point average most frequently indicated as prerequisite for entrance into the internship program 2.5 (C+).

8. Less than one-fourth of the responding institutions considered success in student teaching as a criterion for admission to the internship program.

9. The stipend for internship involvement ranged from $1200 to $6220, with an average of $3500 for the school year.

10. Most interns received at least 75 per cent of the salary of a beginning teacher in their community. In 96 per cent of the cases the intern's salary was paid by the local school system.

11. The length of the internship involvement varied, with slightly more than one-half of the interns (51 per cent) teaching for two semesters.

12. Seventy-one per cent of the responding institutions permitted the student to carry additional academic course work during his internship tenure. The practice of granting college credit for internship teaching was nearly universal (94 per cent).

13. A plurality of college supervisors had responsibilities for ten or more interns and visited an average of from one to five times each semester.[27]

In the forty-seventh yearbook of the Association for Student Teaching, the basic elements of an internship program were outlined as follows:

> The internship in teacher education is an integral part of the professional preparation of the teacher candidate, having been preceded by successful observation-participation and student teaching or equivalent clinical experiences in a school environment, and is planned and coordinated by the teacher education institution in cooperation with one or more school systems. The intern is contracted by and paid by a local school board, assigned a carefully planned teaching load for a school year, and enrolled in college courses that parallel his professional experience. The intern is supervised both by a highly competent teacher who is recognized for his supervisory capacity and is assigned released time to devote to the supervision of interns and by a college supervisor who makes a series of observations and works closely with the school supervisor and the intern.[28]

The Association for Student Commission on Internships in Teacher Education indicated that a legitimate internship should possess eight basic dimensions as follows:

1. The internship is an integral part of the professional preparation of teachers.

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[27] Ibid., p. 168.

[28] Ibid., p. xi.

2. The internship is the culminating professional experience, having been preceded by appropriate laboratory experiences and foundational course work.

3. The intern program is planned and coordinated by the teacher education institution in cooperation with the participating schools.

4. The intern idea stresses professional development through intensive supervision and seminars which parallel actual experience.

5. The intern is certified.

6. The intern is contracted to teach in a given school situation.

7. The intern has sole responsibility for teaching a certain number of students.

8. The intern receives a specified amount of pay for his services.[29]

A group of teacher education specialists acting as a jury ranked in order the outcomes they felt an internship program should provide. These outcomes were summarized by Bishop as follows:

> To afford prospective teachers a professional experience that could not be obtained otherwise.
>
> To secure integration of theory and practice in the professional education of teachers.
>
> To acquire an understanding of children.

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[29] Marvin A. Henry, "The Intern Idea in Teacher Preparation," Contemporary Education, XL (October, 1968), 35-37.

> To insure that the beginning teacher receives his first year's experience in a school situation conducive to professional growth.
>
> To provide a scheme of teacher induction in which there is adequate and competent supervision at the time of induction.
>
> To develop in the intern a greater ability to apply a sound philosophy of education.[30]

Marvin Henry stated the following in Contemporary Education:

> The internship appears to be developing into a four plus program. There are two common patterns of this type: One such pattern is the undergraduate program which requires more than four years to complete, either through four academic years and summer study or five academic years. A second pattern is a fifth year which is completed after the baccalaureate degree is received.[31]

Stone outlined the items he felt should be included in the graduate internship program in teacher education. According to Stone, the program should include three distinct elements. The elements as outlined by Stone include:

1. Step I

   The selection and storage of appropriate content.

   a. Learning and the learner.

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[30] Clifford L. Bishop, "The Purpose of the Teacher Internship," Educational Administration and Supervision, XXXIV (January, 1948), 36.

[31] Marvin A. Henry, "The Intern Idea in Teacher Preparation," Contemporary Education, XL (October, 1968), 35.

   b. School in American society.

   c. Growth and development of the adolescent.

   d. Secondary school curriculum and instruction.

   e. History and philosophy of education.

2. Step II

   Determination of Current Intern Needs.

   a. Look into classrooms of interns.

3. Step III

   Planning Seminars

   a. Large group - content oriented.

   b. Small group - experience oriented.[32]

Garrison found instructors suggested:

> In our situation it would be a good idea to set up a brief course, possibly a semester, where some of us in the junior college could team-teach with graduate faculty a course called 'Junior College Teaching: Its Nature and Problems,' or something like that. It would make a good orientation for prospective teachers, and also it would help the university people come a bit closer to the realities of our situation too.[33]

Edward Eddy, writing for the American Association for Higher Education, stated:

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[32] James Stone, The Graduate Internship Program in Teacher Education (Berkeley: University of California Press, 1959), p. 49.

[33] Roger Garrison, Junior College Faculty: Issues and Problems (Washington, D. C.: American Association of Junior Colleges, 1967), p. 72.

> As one partial possibility, I would endorse without equivocation, the present programs of internships which provide experience on the job for those already launched in higher education. But the present programs are trickles compared to the river which we need. It is my suggestion, therefore, that every American college and university institute its own internship programs for the top students either just being graduated or a few years out of college.[34]

Moore suggested that the undergraduate teaching-internship program should be planned to include the following:

> 1. Informal orientation meetings concerned with such matters as faculty responsibilities, introductory aspects of American higher education, problems of teaching, and student counseling.
> 2. Observation and subsequent discussion of teaching in an elementary course.
> 3. Preparation, presentation, and critiques of practice lectures.
> 4. Supervised teaching in an elementary applied mathematics class.
> 5. Formal lecture, seminar, and discussion meetings dealing with various topics pertaining to college teaching, engineering, and higher education.[35]

It was the general consensus of faculty members in

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[34] Edward Eddy, "The Student Views the Administration," In Search of Leaders (Washington, D. C.: American Association for Higher Education, 1967), p. 197.

[35] H. Moore, "Faculty Replenishment," Improving College and University Teaching, XV (Autumn, 1967), 226.

Junior College Faculty: Issues and Problems, that the following should be included in an internship program:

> At least one quarter, and preferably a full semester of actual teaching responsibility in a nearby cooperating junior college, with at least two preparations. This was not conceived of as 'practice teaching,' in its traditional sense. Rather, it was described as a bona fide internship, with supervision and counsel both from appropriate university faculty and veteran junior college faculty in the disciplines.[36]

Brumley outlined the following internship program:

> It is recommended that, in any fundamental revision of graduate programs for college teachers at this level of instruction, a substantial period of internship during the second year, similar to the freshman communications program now in effect at George Peabody College for teachers, be required.
>
> The students in Peabody program teach one class each quarter for one academic year and simultaneously register for a seminar conducted by various members of the department.
>
> The coordinated block teaching seminar will attempt to further prepare the teacher of the first and second year college student in the following ways: as a student counselor, as a college faculty member, as a scholar, as a teacher, as a person, as a citizen.[37]

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[36] Roger Garrison, Junior College Faculty: Issues and Problems (Washington, D. C.: American Association of Junior Colleges, 1967), p. 73.

[37] S. Brumley, "Preparation for Teaching in Two-Year Colleges," Improving College and University Teaching, XVI (Spring, 1968), 126.

Arthur Gilbert, writing in School and Society, stated the procedure for an intern program for college teachers as follows:

> The Teaching Intern Program is divided into two parts - a seminar in education and practice teaching. All students who have completed one year of graduate studies are eligible to enroll in the teaching seminar, which is designed to cover a wide range of topics of a more practical nature, as well as to deal with philosophies and approaches to education.

The procedure for the internship was outlined as follows:

1. Assigned to a professor.
2. Attend lectures - take grade, attendance.
3. Once a week meet for discussion with 15-20 students.
4. Once a week deliver a lecture.[38]

In the Spring, 1968 issue of Improving College and University Teaching, Victor Hanzelli stated:

> Interns attended classes from 8:30 to 11:30 every morning and had occasional afternoon assignments. Their program consisted of 13 hours of lecture-discussion, 7 hours of viewing and discussing films specially prepared for this program, 5 hours of observation of a demonstration class, 6 hours of simulated practice teaching, and 5 hours

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[38] Arthur Gilbert, "Intern Program for College Teachers," School and Society, XCV (November 11, 1967), 418.

> of general discussion. An additional component, observation of students in the language laboratory and the practice of monitoring them had been envisioned, but was later abandoned because of the small number of students available for the purpose during the internship period.[39]

In structure, the program described by Stone consisted of three phases: (1) the preparation for internship teaching; (2) the year of internship teaching; and (3) the post-internship experiences. A seminar study would accompany each phase. The graduate teacher education program was outlined in four parts: (1) entrance to the program; (2) pre-internship teaching preparation; (3) internship teaching; and (4) the post-internship experience. The first part of the program included the recruitment and screening and selection of the interns. The second part of the program included work in a summer school for eight weeks. In this part of the program the intern observer taught classes and attended daily seminars conducted by the program staff. The third period of the internship was from September to June, in which the intern was engaged in the actual teacher internship. This phase of the program included: orientation, supervision, and Saturday seminars. Part four of the program was the second summer of the program, which included six weeks of subject matter academic work and an internship workshop of four weeks duration. The workshop consists of professional course content requirments.[40]

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[39] Victor Hanzelli, "Internship for Teaching Assistants," Improving College and University Teaching, XVI (Spring, 1968), 110.

Southern Illinois University is currently conducting a Ford Project Internship Program in the Junior College District of St. Louis. This project is a joint endeavor of the Junior College District of St. Louis and Southern Illinois University and is partially funded with a 500,000 dollar grant from the Ford Foundation. The object of the program is to overcome the shortage of junior college teachers.

The project includes one semester working with experienced faculty in the intern's specialty and teaching a partial load. Observation of various teachers' classes provides the intern a means to gain insight as to effective teaching techniques. Field assignments in industry, business or professional areas enable interns to gain a better understanding of job needs and requirements. Orientation sessions and seminars are designed to develop a philosophy and understanding of two-year post-high school occupational programs.

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[40] Stone, _op. cit_., p. 54.

The program consists of 60 quarter hours leading to a master's degree. The student takes 30 quarter hours in a subject matter field and 30 quarter hours in methodology and education courses. The courses in the latter area are tailored to the individual needs of the students in the program. Examples of courses that would be included in this area are: the Community College, Seminar in College Teaching, Educational Statistics, Tests and Measurements, etc.[41]

The general pattern for the program of a typical intern would be:

Quarter One:	15 quarter hours of subject matter and related courses
Quarter Two:	15 quarter hours of subject matter and related courses
Quarter Three:	Internship or 15 quarter hours in subject matter and related courses
Quarter Four:	Internship or 15 quarter hours of subject matter and related courses

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[41] Interview with Dr. William McKeefrey, Dean, College of Fine Arts and Science, and Professor of Higher Education, Southern Illinois University, (Carbondale, Illinois: November 11, 1968).

In 1953, eight colleges established internship programs at the invitation and expense of the Fund for the Advancement of Education. The summary of conclusions of the programs was outlined as follows:

> The experience of the Fund program and its reasonable success suggests what the program should include:
>
> 1. A reduced teaching schedule for beginning faculty members. This does not mean that learning their job is part of their professional duty. The optimum assignment seems to be two courses each term planned to give varied teaching experience, but this assumes a full program of other activities. A nine hour schedule leaves time for the rest of the program if it does not require more than two preparations.
>
> 2. Official designation of a senior colleague to serve as a mentor to the beginner.
>
> 3. A stated obligation, as a condition of employment, to study problems of higher education, the philosophy of higher education, "trends" in higher education, and problems and techniques of teaching. Where numbers of recruits justify it, establishment of a seminar to provide incentive for such study and an opportunity to exchange experience and opinion.
>
> 4. A program of class observations in which new faculty members will be expected to visit one anothers' classes, to visit the classes of older colleagues, and to be visited by older colleagues. To encourage this practice and for other values, new faculty members should teach cooperatively with their seniors - in parallel sections of the same course, as collaborators working

with the same class, as "guest artists" in one anothers' classes.

5. A program to introduce all new faculty members, experienced or inexperienced, to the students, the curriculum, the administration procedures, the service facilities, and the physical facilities of the institution.

6. A "faculty shelf" of books and articles about higher education and the provision of incentive to read them, i.e., for the seminar, for the faculty colleagues, as preparation for departmental or committee discussion of educational policy.[42]

A most comprehensive community college teacher-internship was outlined by B. Lamar Johnson in an occasional paper prepared for the University of California.[43] The materials describing the internship were written in behavioral terms as outlined by Bloom in the _Taxonomy of Educational Objectives_.[44]

P. W. Hutson, writing in _School and Society_, suggested a practicum to consist of the following:

The practicum would be jointly supervised by

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[42] John S. Diekhoff, _A Report of The College Faculty Internship Program_ (New York: The Fund for the Advancement of Education, n. d.), p. 89.

[43] B. Lamar Johnson, _Islands of Innovation_, (Junior College Leadership Program, Occasional Report Number 6), Los Angeles: University of California, March, 1964.

[44] Benjamin Bloom (ed.), _Taxonomy of Educational Objectives I: Cognitive Domain_ (New York: David McKay Company, Inc., 1956).

> the district and by the university faculty, and would be carried by the student as a six-credit course - 12 credits for the year. Directly connected with the practicum would be a two-credit course on the campus each semester - presumably meeting on Saturday mornings - which would involve conferences, demonstrations, reports of inter-school visitation, etc. Also on the campus and carried concurrently with the practicum would be a course or courses for four credits each semester devoted to the social and psychological foundation of education. The academic year thus delineated would be preceded by a stiff six-credit summer workshop in which each student would engage in study and planning for his specific September assignment.[45]

The following generalizations appeared to emerge from a study of teaching data surveyed by the Association for Student Teaching:

1. Theory courses are usually given concurrently with, and in connection with, pre-internship laboratory experiences of a practical nature. These courses and the related field experiences are ordinarily planned, coordinated, and taught by people involved in the practical phase of the internship laboratory experiences in preparation for internship teaching.

2. Both theoretical course work and problem-centered seminars generally accompany the internship teaching during its entirety.

3. Micro-teaching and video taping are extensively used in internship programs as means of providing feedback on teacher behavior.

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[45] P. W. Hutson, "A Proposed Program for the Fifth Year in Teacher Education," School and Society, LXXX (August 3, 1954), 39.

These are frequently accompanied by the use of clinical instruments or theoretical guides for analysis of classrooms interaction and a means of changing or improving the teaching act.

4. Extensive, personalized supervision is an important feature of all programs studied. In fact, most reports indicate that the supervisor, highly skilled in the interpretation of theory to the intern, is the key to the intern's successful implementation of theory in the classroom.

5. Internships generally seem to be conceived as a program requiring the interaction of many different individuals in varying professional roles rather than as a function of education departments alone. Commonly involved are both theoreticians and practitioners at a number of levels. Academic departments, school district administrators, consultants and teachers, and former interns are all utilized, to make the internship a meaningful experience.

6. Finally, coordination and cooperation among all the agencies involved are felt to be necessary to bring about the most effective integration of theory and practice in internship.[46]

The distinctive features of the teacher intern program at Stanford University were outlined in the following ten points:

1. Micro-teaching.

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[46] Internships in Teacher Education, Forty-seventh yearbook of the Association for Student Teaching (Washington, D. C.: Association for Student Teaching, 1968), p. 63.

2. Tutor supervision.
3. Resident supervision.
4. Video recordings.
5. Thirty-five mm two-lapse photography.
6. Identification of and training for specific teaching behavior.
7. The development and use of the Stanford Teacher Competence Appraisal Guide.
8. Use of automated data processing procedures.
9. Participation in curriculum reform.
10. The context of innovation.[47]

The Stanford program placed special emphasis on the following categories of items:

1. Continuous practice in teaching, initially in the instruction laboratory, in microteaching for summer quarter, followed by nine months of internship (full responsibility for two classes for the entire academic year at one-third beginning salary.)
2. Continuous study in the scientific, behavioral foundations of education.
3. Continuous study of the curriculum and instructional procedures of the teaching major (in the Stanford program, candidates are prepared to teach only in their major area of teaching competence).

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[47] Dwight Allen, "A New Design for Teacher Education," The Teacher Intern Program at Stanford University, Journal of Teacher Education, XVII (Fall, 1968), 299.

> 4. Continuous study of secondary education, including curriculum, guidance, school organization, and administration.
>
> 5. Continuous study within the relevant academic department.
>
> 6. Continuous examination of classroom performance with a tutor supervisor who works with the interns for the entire twelve-month period.[48]

Stone outlined a model schedule for an intern as follows:

> Intern schedules involved (1) eight weeks in the 1956 Summer Session, working at the University Demonstration Secondary School in an Oakland high school; (2) a year of full-time teaching under contract and with pay in a nearby junior or senior high school, during which time some course work was taken at the University; and (3) ten weeks in the 1957 Summer Session, of which six weeks were in academic departments and four weeks in the School of Education.[49]

In *Teaching Internships: Core Program*, a complete breakdown of the program at the St. Louis Junior College District of St. Louis and St. Louis County was outlined. The booklet outlined the following areas: selection of interns, assignment of interns, supervision of interns, teaching schedule for interns, observation of master teachers' methods, student personnel orientation, organizational orientation, core study projects, and field assignments.[50]

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[48] *Ibid*., p. 297.

[49] Stone, *op. cit*., p. 58.

Lindley Stiles described a program for the person who has been out of college several years.

> In the internship programs planned for the person who has been out of college several years, work in classrooms as teachers is the central emphasis with professional content integrated with practice. A period of summer study, usually on the campus of the cooperating institution of higher learning, precedes the internship assignment. It provides for orientation to teaching and includes observation and participation in a summer laboratory school program. Professional seminars are scheduled during the intern year.[51]

Marvin A. Henry outlined the objectives of an internship program:

1. To provide a method for liberal arts graduates to complete a certificate.
2. To individualize teacher-education programs.
3. To replace regular teachers who are released for sabbatical leave.
4. To provide better articulation into the profession.[52]

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[50] Teaching Internships: Core Programs (Clayton, Missouri: Midwest Technical Education Center, July, 1967).

[51] Lindley Stiles et al., Teacher Education in the United States (New York: Ronald Press, 1960), p. 325.

[52] Marvin A. Henry, "The Intern Idea in Teacher Preparation," Contemporary Education, XL (October, 1968), 33-38.

Bishop described the purpose of the internship in Educational Administration and Supervision:

1. To fill vacancies with the best interns who are not new to the system.
2. To make available substitutes familiar with the work of the school.
3. To replace regular teachers who are released for sabbatical leave.
4. To provide assistance for over-loaded teachers.
5. To relieve regular teachers of much routine.
6. To enable schools with decreased budgets to secure much needed help.[53]

The review of literature of various internship plans and proposals of items that should be included in an internship plan was a partial basis for the general structure of the William Rainey Harper College Internship Plan developed in Chapter V of this paper.

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[53] Clifford L. Bishop, "The Purpose of Teacher Internship," Educational Administration and Supervision, XXXIV (January, 1948), 30.

CHAPTER IV

AN ANALYSIS OF ILLINOIS COMMUNITY COLLEGE FACULTY REQUIREMENTS

A survey was made of the deans of instruction, deans of occupational education and division and/or department chairmen of Illinois community colleges to determine the criteria used for hiring business faculty in community colleges in Illinois. The list of names of individuals was taken from a booklet prepared by Northern Illinois University Community College Services Department dated September 1, 1968. This list was supplemented with a more recent list of Northern Illinois Junior College Department Chairmen compiled by Dr. Ray Searby, College of DuPage. The questionnaire was sent to the individuals in attendance at the first business division chairmen's meeting held February 25, 1969 at the College of DuPage. A complete list of the respondents may be found in Appendix C. The total number of respondents was 102, or a 43.75 per cent response to the questionnaire.

The questionnaire, Criteria for Hiring Business Faculty in Community Colleges of Illinois, was divided into four major categories. The questions in these categories included questions concerning general criteria in hiring practices for all instructors, criteria for professionally trained instructors, criteria for instructors from business-industry, and a section on the improvement of instruction.

I. GENERAL CRITERIA USED FOR HIRING BUSINESS FACULTY

Table I gives a summary of the responses to the general criteria used for hiring business faculty in community colleges in Illinois.

TABLE I

GENERAL CRITERIA USED FOR HIRING BUSINESS FACULTY IN COMMUNITY COLLEGES OF ILLINOIS AS REPORTED BY 102 DEANS, DIVISION HEADS AND/OR DEPARTMENT HEADS

Item	Yes		No	
	Number	Per Cent	Number	Per Cent
Established policy for hiring	39	78.00	11	22.00
Criteria for instructors in transfer program	27	52.94	24	47.06
Criteria for instructors in occupational program	33	63.46	19	26.54
Criteria for instructors in continuing education program	32	61.54	20	38.46
Criteria for part-time instructors	30	57.69	22	42.31

In response to question one, 39 respondents (78.00 per cent) indicated there was a definite hiring policy, while 11 (22.00 per cent) indicated that there was no specific hiring policy. Those individuals who responded with a positive response indicated that five (17.24 per cent) of the established policies were of a printed nature and 24 (82.76 per cent) were of a general nature.

Question two, which pertained to specific criteria used in hiring, was considered in four separate categories: (1) instructors of transfer programs, (2) instructors of occupationally-oriented programs, (3) instructors of continuing education programs, and (4) part-time instructors in any of the above areas. The response to the criteria for instructors of transfer programs was nearly equally divided with 27 (52.94 per cent) of the respondents indicating "yes" and 24 (47.06 per cent) of the respondents indicating "no" to the question. The respondents indicated a substantially different answer to the question which pertained to the criteria used for hiring instructors of occupationally-oriented programs. A total of 33 (63.46 per cent) of the respondents indicated "yes" and 19 (26.54 per cent) indicated "no" to the question.

In response to the question, "Are separate criteria used for hiring instructors of continuing education?" a nearly parallel response was found to the preceding question. A total of 32 (61.54 per cent) respondents replied affirmatively to the question and 20 (38.46 per cent) indicated a negative response to the question. In answer to the portion of the question, "Are separate criteria used for part-time instructors in any of the above areas?" there were 30 (57.69 per cent) of the respondents who indicated that separate criteria were used in hiring as compared to 22 (42.31 per cent) of the respondents who indicated that separate criteria were used in hiring as compared to 22 (42.31 per cent) of the respondents that indicated "no" to the question.

II. CRITERIA FOR PROFESSIONALLY TRAINED INSTRUCTORS

Table II summarizes the second major area of the survey, which was to determine specific criteria used in the selection of professionally trained instructors.

As indicated in Table II, 32 (64.00 per cent) of the respondents indicated that they require a minimum number of hours while 18 (36.00 per cent) indicated that they do not require a minimum number of hours in a subject to teach the subject. In response to the part of the question which pertained to the number of hours which were required in the subject field to teach the subject, the answers ranged from six to eight hours to a master's degree in the field. The ranges of answers are summarized as follows:

31-34 semester hours	5
26-30 semester hours	4
21-25 semester hours	0
16-20 semester hours	11
11-15 semester hours	4
6-10 semester hours	3

TABLE II

CRITERIA USED FOR PROFESSIONALLY TRAINED INSTRUCTORS FOR HIRING BUSINESS FACULTY IN COMMUNITY COLLEGES IN ILLINOIS AS REPORTED BY 102 DEANS, DIVISION HEADS AND/OR DEPARTMENT HEADS

Item	Yes		No	
	Number	Per Cent	Number	Per Cent
Minimum hours required to teach	32	64.00	18	36.00
Specific courses required in professional education	4	7.69	48	92.22
If no background in community college, must courses be taken in community college	6	11.53	46	88.46
Master's degree in subject required	34	68.00	16	32.00
Master's degree in subject preferred	55	96.14	2	3.5

Additional comments which were not of a nature which could be classified were as follows:

College major (4)

Varies with subject matter (3)

Question two in the section on criteria for professionally trained instructors related to specific courses in professional education required of instructors. Four (7.69 per cent) of the respondents indicated that specific courses in professional education were required. A substantial number, 48 (92.22 per cent) of the respondents indicated that no specific courses were required in professional education. Of those who indicated in the comments column reference was made to various types of background that could be considered in the following classifications:

Master's degree (2)

State Board of Vocational Education requirements (1)

No specific requirements (2)

Question three in the section on criteria for professionally trained instructors pertained to individuals hired without any background in the area of the junior college. If they had no background in the junior college, were additional courses required in the subject area of the junior college? In response to this question, six (11.53 per cent) of the respondents indicated "yes" to the question. Forty-six (88.46 per cent) of the respondents indicated "no" to the question. Courses in the junior college were specifically recommended by six respondents.

Directly related to the question pertaining to individuals without previous experience in the junior college was a section requesting information if additional courses were required and within how long after employment was the additional employment required. The comments to this portion of the question were categorized as follows:

Within 1 to 3 years (1)

Within 3 to 5 years (3)

No specific requirement (2)

Question four in the section on criteria for professionally trained instructors was related to the requirement of a master's degree in the major subject field. A majority, 34 (68.00 per cent) of the respondents indicated that the master's degree was not required. The comments to this question indicated preference for the master's degree. The comments could be summarized as follows:

Master's degree preference (7)

Acceptance if in occupational area (5)

The comments to this section could be interpreted that the master's degree requirement was generally not found in the strictly vocational areas, such as data processing, where the bachelor's degree with suitable work experience was acceptable.

The responses to the question which pertained to the preference for a master's degree in the subject field were 55 (96.14 per cent) of the respondents indicating a positive response and two or 3.5 per cent of the respondents indicating negatively.

Question six related to the hiring of inexperienced teachers. Specifically, the question was to determine what specific courses or background the respondents considered beneficial to the inexperienced teacher. A substantial number of the respondents, 16 (32.00 per cent), expressed a desire that the instructor should be exposed to work experience and professional vocational courses. The comments to this question could be summarized as follows:

Master's degree required	(18)
Occupational experience preferred	(6)
Teaching experience preferred	(8)
Education courses preferred	(10)
Miscellaneous responses	(5)

Question seven in the section on criteria for professionally trained instructors related to the hiring of high school teachers who had no previous experience at the junior or senior college level, requesting what specific courses and/or background was preferred. Of general concern to the respondents was that the instructor would have practical work experience and sufficient depth in the field to adequately master the subject matter to be taught. Sixteen (34.78 per cent) of the respondents indicated these factors as the most important considerations. The comments could be summarized as follows:

Preference for subject matter background (11)

Business experience (3)

Teaching experience (3)

Master's degree (12)

Education courses (6)

Miscellaneous (5)

Question eight related to the hiring of instructors with previous junior college or senior college experience. The question was divided into two parts: (1) "What specific qualifications do you consider essential," and (2) "What other qualifications are considered?" In response to part one, the respondents' replies could be interpreted that the master's degree and practical work experience were the qualifications most desired. Eighteen (37.5 per cent) indicated these two areas as important. Additional comments could be summarized as follows:

Master's degree preferred (14)

Technical experience preferred (9)

Successful teaching experience preferred (10)

Education courses preferred (5)

Miscellaneous (7)

III. CRITERIA FOR INSTRUCTORS FROM BUSINESS-INDUSTRY

The third section of the survey was concerned with the criteria used in hiring instructors from business and/or industry. As reflected in Table III, the respondents indicated nearly a parallel answer to the question: "Do you require a minimum number of hours in the subject matter area?" A response of "yes" was indicated by 31 (53.45 per cent) of the respondents and 27 (46.55 per cent) of the respondents indicated "no" to the question.

If the respondents answered the question positively, they were to provide the number of semester hours required to teach a course. The range of responses is listed below:

Range	Number
40-44	1
35-39	0
30-34	1
25-29	2
20-24	8
15-19	2
10-14	2
5- 9	2

Question three in the section for instructors from business-industry related to the continuation of the education of the instructor. Table III reflects the answers to the questions.

Seventeen (36.17 per cent) of the respondents indicated that additional education was not required. In contrast, 30 (68.83 per cent) of the respondents, indicated that no additional education was required of instructors. Those respondents who answered the question positively suggested in their comments that additional training was a requirement for advancement in salary. The list of comments as summarized are listed below:

Master's degree preferred (6)

Subject matter background preferred (4)

Continuation of education recommended (10)

The responses to (b) of the question were:

Master's degree preferred (3)

Subject matter background preferred (8)

Teaching experience preferred (7)

Business experience preferred (11)

Miscellaneous (7)

TABLE III

CRITERIA USED FOR INSTRUCTORS FROM BUSINESS-INDUSTRY FOR HIRING BUSINESS FACULTY IN COMMUNITY COLLEGES IN ILLINOIS AS REPORTED BY DEANS, DIVISION HEADS AND/OR DEPARTMENT HEADS

	Yes		No	
	Number	Per Cent	Number	Per Cent
Minimum number of hours required in subject field	31	53.45	27	46.55
Minimum number of years experience required	26	50.98	25	49.02
Additional education required	17	36.17	30	63.83

Question two in the section on criteria for instructors from business-industry related to the minimum number of years of experience in the occupation. The response to this question was nearly equally divided between "yes" and "no". The respondents indicated "yes" in 26 (50.98 per cent) of the responses. In contract, 25 of the respondents (49.02 per cent) indicated "no" to the question. A second portion of the question was concerned with the minimal number of years in the occupation that were desired by the respondents. The number of years, as indicated, are listed below.

Number of Years	Responses
6	1
5	1
4	1
3	2
2	11
1	1

The comments of the respondents to this section were:

See State Board of Vocational Education Guidelines

Unknown

The more he has, if relevant, the better.

They should qualify for vocational reimbursement.

The responses to the last question in this section were concerned with the factors in the background of the instructor which were considered essential in the consideration of hiring an individual. Answers to this open-end question indicated that the most important factor in the selection of instructors from business-industry was a background of practical work experience in the area that the instructor was teaching. A summary of the responses follows:

Work experience preferred	(17)
Teaching experience preferred	(9)
Subject matter background preferred	(10)
Miscellaneous	(5)

IV. IMPROVEMENT OF PREPARATION

The last section of the questionnaire dealt with the items that might improve the preparation of instructors in the community college. The section was introduced with a general statement: "If institutions preparing junior college instructors would change their programs, what changes do you feel would be desirable? (1) in the area of general education, (2) in the area of business subject matter preparation, (3) in the area of professional education (including student teaching or internship), and (4) in the area of business experience."

In response to (1), "in the area of general education," the responses ranged from "none" to "more emphasis in general education from a business economic standpoint." A summary of the responses is listed below:

More education courses recommended (14)

More general education courses preferred (9)

More teaching experience preferred (3)

Present background considered adequate (3)

In response to (2), "in the area of business subject preparation," the respondents expressed concern that there should be more emphasis on business administration, data processing, work experience, and the collegiate preparation. A summary of the responses is:

Greater emphasis in management courses (7)

Greater emphasis in data processing courses (8)

More work experience preferred (5)

Courses relating to junior college (10)

In response to (3), "in the area of professional education (including student teaching or internship)," a large number of the respondents, seventeen, indicated either an internship or teaching exposure in a community college should be mandatory. Many of the respondents also indicated that an exposure to the philosophy of the community college would be useful in improving the preparation of instructors. A partial list of the response to this question is outlined below.

Philosophy of the community college preferred (7)

Internship recommended (21)

Education courses (6)

Work experience (2)

The concluding question in the section on the improvement of preparation dealt with the area of business experience. The respondents indicated that some type of job experience for instructors would be beneficial. The type job experience ranged from cooperative work experience to internship programs in industry. The respondents indicated two years experience as minimal for the work experience needed by instructors. A summary of the response to this question is outlined as follows.

Work experience (20)

Internship (19)

Teaching experience (2)

The concluding question of the survey was "Are there other areas or ways which you feel institutions could improve the preparation of junior college instructors? How?" The responses generally referred to courses which provide a philosophy of the purpose of the community college. Many of the respondents made specific reference to the "open door" policy of the community college. A summary of the responses to this question is outlined below.

Junior college course (5)

Internship (5)

Work experience (3)

More subject matter preparation (4)

Education course preparation (5)

CONCLUSIONS

In conclusion, the following summary could be drawn from the responses to the questions by the deans, division and/or department heads of the community colleges.

1. There appears to be an established policy for hiring business faculty in the community colleges. The hiring criteria among colleges used for transfer, occupationally-oriented programs, and continuing education programs do not appear to be clearly defined.
2. The master's degree is the preferred degree for instructors; however, in the occupation areas the bachelor's degree appears to be satisfactory.

3. The data would seem to indicate that many community colleges do not appear to meet the standards of criteria for minimal instructor qualifications as outlined by the Illinois Junior College Board which are used in the recognition of community colleges.
4. The absence of courses in professional education does not seem to be a major concern of most of the respondents to the questionnaire.
5. The depth of experience was expressed as a major concern of most of the respondents.
6. The master's degree is the preferred degree for teachers with background in the business and/or industry area.
7. A minimum of two years work experience is generally recognized as desirable for teachers from business and/or industry.
8. It would appear that additional work in educational preparation is not required of instructors from business and/or industry.
9. The general education preparation seems to be satisfactory.
10. Additional preparation in the area of data processing would appear to be beneficial in improving the

preparation of instructors.

11. In the area of professional education an internship and/or student teaching should be considered as well as a course in the philosophy of the community college.

12. In the area of business a required internship in business or business experience should be considered.

CHAPTER V

A SUMMARY OF THE WILLIAM RAINEY HARPER COLLEGE PLAN FOR INTERNSHIPS

I. THE JUNIOR COLLEGE CURRICULUM

The plan for an internship program for Harper College is centered around the course in the junior college curriculum. This course is patterned after the course, "The Junior College Curriculum" as described in Focus on Learning: Preparing Teachers for the Two-Year College. This program was developed for the Junior College Leadership Program at the University of California.[52]

The course is divided among seven units. The units of instruction consist of various phases of the community college and other aspects of the instructional programs. The units are:

The Junior College: Functions, Facilities, Students

The Junior College Curriculum

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[52] Arthur Cohen, Focus on Learning: Preparing Teachers for the Two-Year College. Occasional Report No. 11, Junior College Leadership Program, School of Education, Los Angeles: University of California, March, 1968.

Goals and Objectives of Instruction

Testing and Assessments of Tests

Instructional Media and Design

Building a Course for the Junior College

The Assessment of Curriculum and Instruction

The Junior College

The first unit of instruction on the junior college includes information about the function and facilities of the community college. The prospective intern should fully understand the function of the community college and the manner in which the goals of the community college are derived. The intern should understand the extent of facilities available in the community college and the intern should develop an understanding of the types of students which enroll in the community college.

The Junior College Curriculum

The second unit of instruction in the course pertains to the junior college curriculum. The purpose of this unit of instruction is to give the intern an understanding of the process of curriculum development. Upon completion of a unit of instruction the intern should be able to validate course goals and the intern should be able to understand and be able to apply the term "general education" to courses and programs.

Goals and Objectives of Instruction

The third unit of instruction pertains to the goals and objectives of instruction. Upon completion of this unit of instruction the intern should be able to write goals for units of instruction which are appropriate for various phases of the curriculum. The intern should be able to write specific, measurable objectives and should be able to apply taxonomic classifications to educational objectives. The intern should be able to organize course objectives in a logical order to insure that meaningful instruction will be achieved.

Testing and Assessments of Tests

The fourth unit of instruction consists of testing and assessment of tests. The goal of this unit of instruction is to provide the student with an understanding of the vocabulary of testing, the use of pre-tests, different types of tests, and principles of item analysis. The student will develop these items to enable appropriate use with the testing program developed by the data processing department at Harper College.

Instructional Media and Design

Unit five of the course is concerned with instructional media and design. The purpose of this unit of instruction is to give the intern an understanding of the principles of system design in education. The student should be able to introduce these principles into the curriculum where appropriate. The student should also be able to select instructional media, and apply criteria for the selection of media to tests and programs.

Building a Course for the Junior College

Unit six of the course in the junior college is designed to assist the intern in the actual building of a course for the curriculum. In this unit the intern will design a complete course to be included in the community college curriculum.

The Assessment of Curriculum and Instruction

Unit seven of the course is concerned with an assessment of the curriculum and instruction. Upon completion of the unit the intern should be able to report student progress toward specific objectives of the course developed in the unit on Building a Course for the Junior College. The intern will also design appropriate procedures for assessing the effect of the course developed in the unit on "Building a Course for the Junior College."

II. SPECIFIC OBJECTIVES OF THE PROGRAM

The specific objectives of the program are divided into two main parts: the instructional objectives, curriculum development and course design; and the selection and utilization of instructional materials.

The first portion of the specific objectives of the program is divided among knowledge factors, skill factors, and affective (attitudinal) factors which must be considered by the intern as they relate to instructional objectives, curriculum development and course design. This portion of the program should be approximately six weeks of the eight week program. A complete list of the specific objectives for the first part of the program is listed as follows:

Instructional Objectives, Curriculum Development, and Course Design

1. Knowledge Factors
    a. Understand the curriculum pattern and structure for all courses within a subject area at the college.
    b. Be able to identify the terminal behavior of the learners in the participants' own courses.

c. Be able to establish the criterion of acceptable performance by learners in the participants' own courses.

d. Describe the varieties of learning conditions and their implication for curriculum design.

e. Identify the categories of meaning and their importance in structuring the learning conditions.

f. Become acquainted with the factors involved in identifying students needing additional help.

g. Be able to discuss the implications of a cybernatic "feedback" approach to learning as applied to the individual self instructional approach involved in the utilization of learning/study carrels.

h. Describe various "models" of organizaing lesson materials along abstract-concrete, analysis-synthesis and other continums.

i. Indicate how instructional materials would be used by teachers and students in relation to the objectives and curriculum.

2. Skill Factors

a. Develop an outline of all programs and courses given within a subject area field at the college.

b. Write instructional objectives for participants own courses.

c. Specify the terminal behaviors desired of the learners in the participants' courses.

d. Write the criterion tests of acceptable performance.

e. Write the description of the modes of learning involved with the participants' courses.

f. Recommend the appropriate instructional strategy in relation to the objectives, meanings, modes of learning, and terminal behavior.

g. Suggest the appropriate message designs (instructional tactics) to implement the achievement of learning in the participants own courses.

3. Affective (Attitudinal) Factors

a. Understand and appreciate the rationale for the utilization of instructional objectives.

b. Be able to explain the interns insights into the importance of learning steps, units, and sub-units as an aspect of curriculum development.

c. Explain the interns "position" regarding feedback, modes of learning, and message design in relation to your own course.

d. Indicate the value of various media and materials in achieving the objectives set forth.

The second portion of the specific objectives of the program is also divided among knowledge factors, skill factors, and affective (attitudinal) factors, as these factors relate to the selection and utilization of instructional media. The completion of this portion of the program should be accomplished in approximately two weeks of the course in the course in the junior college. It should be devoted to the integration of instructional media and materials in the curriculum as designed in the first portion of the course in the junior college. The complete list of specific objectives for this section follows:

Selection and Utilization of Instruction Materials

1. Knowledge Factors
    - a. Determine necessary evaluation criteria for instructional materials in the specific subject areas of the participants.
    - b. Indicate how instructional materials would be used by the intern and students in relation to the curriculum.
    - c. Within a particular lesson, list sequential steps a classroom teacher would follow to integrate the media effectively.
    - d. Indicate the appropriate instructional materials and equipment necessary for self-study by students in given subjects or courses.
2. Skill Factors
    - a. Establish a suggested format with appropriate criteria for evaluation of:
        - (1) Non-project materials (bulletin boards, displays, etc.).
        - (2) Projected materials such as filmstrips, slides, and transparencies.
        - (3) Eight and sixteen millimeter films.
        - (4) Audio materials such as records and tapes.
        - (5) Programmed instruction materials.
        - (6) Radio and TV programs.

   b. Preview various instructional materials if time permits and make an appropriate decision for use in the participants' individual subject area using the evaluation formats.

   c. Propose effective departmental procedure for necessary selection of materials through previewing if none exists.

3. Affective (Attitudinal) Factors

   a. Understand the capabilities and limitations of educational media in an instructional/learning situation.

   b. Indicate the value of various instructional materials and methods to achieve more interpersonal instruction, motivation, and student self-passing by independent learning.

III. DEVELOPMENT OF COURSE OUTLINE

At the completion of the course in the community college the intern would submit a course outline for the course developed during enrollment in the course in the community college. This course outline would consist of a title page, course description, glossary of terms, course content, materials of instruction and in the organization of each unit of instruction. The format for the course outline is found in Appendix D. This course outline is similar to the course outline format as outlined in Occasional Report Number 11, Focus on Learning: Preparing Teachers for the

Two-Year College. A timetable for the development of the course is listed:

Week One

1. Background and Rationale for the Junior College curriculum.
2. Explore and develop four levels in the instructional approach:
    - a. Program
    - b. Courses
    - c. Units
    - d. Learning steps

Week Two

1. Begin to establish instructional objectives.
2. Develop the three components of performance within the objectives.
    - a. Performance or task.
    - b. Criteria or level.
    - c. Conditions of circumstances of performance.

Week Three

1. Continue development of specific goals and objectives.
2. Establish performance objectives for specific course: its units and its sub-units.

Week Four

1. Modification of developed objectives and outlines.
2. Develop criteria tests.
3. Organize the units within each course and arrange the sequencing of course materials.

Week Five and Six

1. Begin the development of instructional strategies and tactics to achieve the objectives.
2. Plan the selection and development of instructional materials for use in learning steps.

Week Seven and Eight

1. Further development of strategies and tactics.
2. Selection of instructional materials for use.
3. Develop provisions for evaluation of curriculum changes for succeeding semesters.

IV. FIRST SEMESTER

Prior to the beginning of the semester the intern will meet with the Dean of Instruction, Division Head, and a representative of the faculty of Harper College. The orientation to the college will be the same as the orientation of other new teachers.

In order to assist interns in their teaching, seminars at Harper College would be held on alternate Saturdays. An outline of items covered in the seminar is below:

Week	Topic
1	Testing and grading
2	Organizing institution materials
3	Motivation
4	Instructional media
5	Student personnel services
6	How to teach exceptional students
7	Industry's views on occupational programs
8	Professional development
9	Evaluation of teaching
10	Problems in student government

VI. BUDGET FOR FACULTY INTERNSHIP

The budget for the faculty internship program would be $8,740. There would be a stipend for two interns for 39 weeks at a sum of $75 per week. The total for this portion of the budget would be $5,850. The budget would include an allowance for four dependents at $15 per week for 39 weeks. The total for this portion of the budget would be $2,340. In addition there would be a travel allowance for consultation with the seminar college of $250 and a miscellaneous expense fund of $300. The stipends outlined are similar to the stipends which are provided in National Science Foundation grants to teachers.

VII. CONCLUSIONS

It would be necessary that the interns would acquaint themselves with the operating policies of the college as outlined in the procedural manual and the policy manual of the Board of Trustees of William Rainey Harper College. A job description of duties and responsibilities of instructors of William Rainey Harper College is found in Appendix E to acquaint the interns with the nature of the instructor's responsibilities.

The internship should accomplish two major objectives. It would give the intern an in-depth study of the community college and a knowledge of the philosophy of the community college. The college would benefit in that a trained source of available faculty, with the type training needed in the community college, would be available to the institution. More important than either of these two factors is that students would benefit from a training program for instructors who would have a thorough analysis of the community college and the community college student.

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APPENDIX A

Questionnaire

WILLIAM RAINEY HARPER COLLEGE
Division of Business and Social Science

CRITERIA USED FOR HIRING BUSINESS FACULTY IN COMMUNITY COLLEGES OF ILLINOIS

General

1. Do you have an established policy for hiring business faculty? Yes___No___

   If yes, is this in printed form or general in nature?______________________________________
   ____

2. Are separate criteria used for hiring

   a. instructors of transfer programs? Yes___No___

   b. instructors of occupationally-oriented
   p programs? Yes___No___

   c. instructors of continuing education programs? Yes___No___

   d. part-time instructors in any of the above areas? Yes___No___

Criteria for Professionally-Trained Instructors

1. Do you require a minimum number of hours in a subject in order to teach that subject? Yes___No___

   If yes, how many? ____________

2. Do you require specific courses in professional education? Yes___No___

   If yes, which ones?____________________________
   ____

3. If an individual is hired without any background in the area of the junior college, do you require additional courses be taken in this area? Yes___No___

If yes, within how long after employment? ________

4. Do you require a master's degree in the major subject field? Yes___No___

5. Do you prefer a master's in the major subject field? Yes___No___

6. In hiring an inexperienced teacher, what specific courses and/or background do you prefer?____
____

7. In hiring a high school teacher (no previous experience at the junior or senior college level) what specific courses and/or background do you prefer?____
____

8. In hiring instructors with previous junior or senior college experience,
   (a) what specific qualifications do you consider essential?________________________________
   ____

   (b) what other qualifications are considered?
   ____
   ____

Criteria for Instructors from Business--Industry

While the criteria for hiring persons from business will vary with the programs in which they are going to teach,

1. Do you require a minimum number of hours in the subject matter area? Yes___No___

   If yes, how many hours? __________

2. Do you require a minimum number of years of experience in the occupation? Yes___No___

   If yes, how many years? __________

3. Do you require they continue their education? Yes___No___

   If yes, to what minimum standards?____________
   ____

4. In hiring an individual from business--industry, what background do you consider essential?
   ____
   ____

Improvement of Preparation

1. If institutions preparing junior college instructors would change their programs, what changes do you feel would be desirable

   (a) in the area of general education?

   (b) in the area of business subject matter preparation?

   (c) in the area of professional education (including student teaching or internship)?

   (d) in the area of business experience?

2. Are there other areas or ways which you feel institutions could improve the preparation of junior college instructors? How?

____
Name and Title

____
College

APPENDIX B

Letter to Accompany Questionnaire

William Rainey Harper College
437-7000 510 W. Elk Grove Blvd. Elk Grove, Ill. 60007
OFFICE OF DEAN OF INSTRUCTION

April 21, 1969

Dear Fellow Educator:

With the rapid growth and development in the community colleges in Illinois and the diversity of programs, there is general concern with the preparation of community college instructors.

The enclosed questionnaire is a study being conducted to determine the criteria used for hiring community college instructors in Business in community colleges of Illinois.

I would appreciate your cooperation in the completion of the enclosed questionnaire.

Sincerely,

John R. Birkholz

John R. Birkholz
Assistant Dean of Instruction

JRB:vk
Enclosures

APPENDIX C

List of Respondents

RESPONDENTS TO QUESTIONNAIRE

Name	School
James Ahlfield	Wabash Valley College
Kenneth G. Andeen	William Rainey Harper College
Francis Anderson	Danville Junior College
William M. Anderson	John A. Logan College
John Anthony	College of DuPage
Eldon Aupperie	Black Hawk East College
John J. Balek	Morton Junior College
James C. Bandiles	Danville Junior College
Vernon Bashaw	Elgin Community College
Marilyn Batterwhite	Danville Junior College
Sidney Bernstein	Chicago City College-Loop
David F. Benegas	City of Chicago
Virgil Bolerjack	Kaskaskia College
John Bowen	Chicago City College-Loop
Leo Bowers	Thornton Junior College
Lawrence Boyce	Highland Community College
Donald Burton	Sauk Valley College
________________	Morton College
Dean Chipman	Elgin Community College
Mary Christmas	Wabash Valley College
Rose Christof	Lincoln Land Junior College
John Corradetti	Joliet Junior College
Donald Cowan	College of DuPage
Tom Dean	Lake Land College
R. Ernest Dear	College of Lake County
Clifton Debates	Lake Land College
Ralph Donabil	Triton College
Robert Edison	Sauk Valley College
Bruce Enselman	Prairie State College
Charles Falk	William Rainey Harper College
Ralph W. Felger	Lincoln Land Junior College
Gudelia Fox	Kishwaukee College
Raymond J. Franz	Illinois Central College
George Georgiou	Chicago City College Amundsen-Mayfair Campus
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Vincent Guarna	Moraine Valley College
Ronald Hallstrom	Rock Valley College
Carl Jackson	Spoon River Community College

Name	School
Charles G. Jenkins	Highland Community College
Herbert C. Kalk	Chicago City College-Wilson
Robert Keens	Black Hawk College
F. William Kelley, Jr.	Carl Sandberg College
Manford Kistler	Danville Junior College
	Waubonsee Community College
Gail L. Lathrop	Olney Central College
Robert H. Krupp	Chicago City College-Bogan
Vera Laughlin	Wabash Valley College
Robert Lewis	Highland Community College
	Chicago City College-S.E.
Vern Magnesen	Triton College
Jane Manwaring	Belleville Junior College
William D. Masters	Carl Sandberg College
F. Robert Mealey	McHenry County College
Helmut Meyerbach	Chicago City College-Crane
Henry Milander	Belleville Junior College
James Miller	Chicago City College-Wilson
Ronald F. Moon	Black Hawk College
Don Moran	Parkland College
David Mueller	Chicago City College-Wright
Stanley W. Niehaus	Illinois Central College
James Nickall	Danville Junior College
William F. O'Brian	Kishwaukee College
Carlo F. Olivero	Illinois Valley College
Philip S. Osborn	Sauk Valley College
Albert P. Pask	Chicago City College-Fenger
Nello Petersanti	Prairie State College
David R. Pierce	Waubonsee Community College
Daniel J. Pollock	McHenry County College
Mrs. Mary E. Plunkett	Chicago City College
John T. Queenan	Rock Valley College
Alfred Racchini	Joliet Junior College
Howard Rawlinson	Rend Lake College
Gela Riley	Rend Lake College
Asa N. Ruyle	Illinois Valley Community College
Jack Samlin	Kankakee Community College
Sheldon M. Rosing	Chicago City College-Bogan
Robert Sanders	Kaskaskia College
E. Ray Searby	College of DuPage

Name	School
James Shook	Black Hawk College East
Ralph Small	Southeastern Illinois College
Donald Smith	Parkland College
Fred H. Speece	Lincoln Land Junior College
John Sprangeler	Belleville Junior College
Hymen Speck	Chicago City College-Loop
James Steimlel	Thornton Junior College
Eric S. Stein	Chicago City College-Fenger
Harold Steinhauser	Rock Valley College
Theodore S. Sunko	Chicago City College-Wright
Bernard D. Tarshis	Chicago City College-Amundsen
John Veatch	Kankakee Community College
John Weir	Rock Valley College
Edward L. West	John A. Logan College
Roy White	Sauk Valley College
Geraldine Williams	Chicago City College-Southeast
Wayne E. Willard	Thornton Junior College
Max F. Wingert	Black Hawk East College
Verner Wolf	Triton College
Susan Wood	Joliet Junior College
	Moraine Valley Community College
Victor Zavarella	Spoon River Community College
Michael Zibrin, Jr.	Chicago City College-Southeast
Thomas Zimanzl	Moraine Valley Community College

APPENDIX D

Course Outline

William Rainey Harper College

Division of Business

I. Title Page
    A. Catalogue number and title of course.
    B. Name of instructor preparing outline.
    C. Date of preparation.

II. Course Description.
    A. Curricular placement.
    B. Time assignment.
    C. Description of student population.
        1. Ability levels of students.
        2. Institutions to which students transfer or occupation which they enter.
        3. Anticipated student dropout rate.

III. Glossary.
    A. Definitions of terms used in objectives.

IV. Course Content.
    A. Statement of major course objectives validated in terms of relationship to goals of the college.
    B. List of units or areas of instruction.
        1. List of unit titles.
        2. Time allotted for each unit.

V. Materials of Instruction.
  A. Statement of required texts and manuals.
  B. Bibliography of library materials.
  C. List of audio visual materials.

VI. Organization of Each Unit of Instruction.
  A. Statement of major concepts.
  B. List of specific measurable objectives.
    1. Type of behavior.
    2. Criterion of performance.
    3. Conditions of performance.
  C. Planned activities.
    1. Materials of instruction.
  D. Pre-and post assessment.
    1. Level of achievement intended.
    2. Sample test items.

VII. Instructor's Evaluation.
  A. Procedures for revising course.
  B. Provisions for students who fail to meet level.

APPENDIX E

Instructor Job Description

WILLIAM RAINEY HARPER COLLEGE

Instructor Job Description

Instructors are responsible to the dean of instruction, through their division chairmen, for their teaching and other assignments.

Each instructor:

1. Maintains the highest possible standards of classroom instruction by:
    - a. Planning each course and adhering to course objectives.
    - b. Preparing and filing current course outlines with his division chairman.
    - c. Utilizing the full classroom time assigned.
    - d. Utilizing library resources, text, audio-visual aids, tests, and community resources.
    - e. Keeping abreast of new information in his teaching field, integrating it where appropriate into his class presentations.
    - f. Being aware of new developments in learning theory and applying it to the instructional process.
    - g. Comparing course content to that of similar courses in other schools.
2. Teaches courses in accordance with their description as published in the catalog - course objectives approved by the division chairman.

3. Maintains regular office hours for student consultation, posting these hours so that they may easily be seen by students.

4. Demonstrates concern for the student in all aspects of his education, e.g., motivating the student to his best possible adjustment; interpreting to the student his responsibilities to instructors, to the college, to society, and to himself; discussing student problems with counselors and administrators with a view toward enhancing the student's learning experiences.

5. Assists in programming students or in carrying out other designated tasks during registration.

6. Maintains accurate attendance and academic records of students enrolled in his classes and submits required reports to the registrar's office.

7. Cooperates with the office of dean of students in identifying all students who are academically deficient and in need of counseling or who need special consideration for other than academic deficiencies.

8. Attends all faculty meetings and all meetings of his division.

9. Cooperates with all staff and administration in carrying out operative functions of the college.

10. Recommends textbook changes and improvements in curriculum in consultation with his division chairman and the dean of instruction.

11. Serves as faculty advisor to a student organization or chaperon of a student function when called upon and/or serves on various collegiate committees as requested by the dean of instruction.

12. Reports all irregularities, questions, or problems concerning instruction to his division chairman.

13. Coordinates his own activities with those of classified personnel in order to maximize the effectiveness of each classroom as a place for learning.

14. Is familiar with the objectives of the community junior college as a part of higher education in Illinois and the nation; and practices and interprets these objectives to students, parents, colleagues, and the community.

15. Assumes any special duties as assigned by the dean of instruction.